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ABSTRACT

This annotated list of 43 videotapes recommended for classroom use addresses various themes for teaching about the Holocaust, including: (1) overviews of the Holocaust; (2) life before the Holocaust; (3) propaganda; (4) racism, anti-Semitism; (5) "enemies of the state"; (6) ghettos; (7) camps; (8) genocide; (9) rescue; (10) resistance; (11) responses; (12) perpetrators; (13) liberation; (14) post-Holocaust; (15) Anne Frank; (16) Janusz Korczak; and (17) related films. The introduction contains a rationale for the use of videotapes as a teaching tool. A key to the guide describes the type of video, including whether the film is a documentary, survivor testimony, a docu-drama, animation, or drama, as well as whether the film is in color or black and white. Availability information also is provided with the source, address, and telephone number. (EH)

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Annotated Videography

UNITED STATES HOLOCAUST MEMORIAL MUSEUM

Washington, DC

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Second Revised Printing, November 1993

Annotated Videography

Introduction

Because educators in the United States often use audio-visual aids as teaching tools, this annotated videography has been designed to identify videotapes addressing Holocaust history that have been used effectively in various classrooms. Today, many schools are purchasing or renting videotapes and videocassettes instead of films which are more expensive and cumbersome to use in the classroom. An increasing number of educators are relying on videotaped documentaries when teaching the Holocaust.

This focus pamphlet does not present the entire scope of videos available; the titles listed here have been chosen both because of their individual merit and because most of them are readily available. Many excellent videotapes have not been included on this list because they are too difficult to obtain. Most annotations suggest a distributor from whom educators can purchase their own tapes. Alternatively, educators can choose to rent or borrow the videotapes from various Holocaust resource centers, libraries, and schools.

One of the primary concerns of educators in using audio-visual materials on the Holocaust is that the graphic footage depicting people who were starved, tortured, or killed can be upsetting to viewers of all ages. Videotaped eyewitness testimonies frequently contain vivid descriptions of the horrors encountered by victims. When the horror is presented, it should be done in a judicious manner, and only to the extent necessary to achieve the objective of the lesson. Teachers should remind themselves that each student and each class is different, and that what seems appropriate for one may not be for all.

Students are essentially a "captive audience." When educators assault them with images of horror for which they are unprepared, we violate a basic trust: the obligation of a teacher to provide a "safe" learning environment. The assumption that all students will seek to understand human behavior after being exposed to horrible images is fallacious. Some students may be so appalled by images of brutality and mass murder that they are discouraged from studying the subject further; others may become fascinated in a more voyeuristic fashion, subordinating further critical analysis of the history to the superficial titillation of looking at images of starvation, disfigurement, and death.

In any study of the Holocaust, the sheer number of victims challenges easy comprehension. Video footage can remind students that individual people—families of grandparents, parents, and children—are behind the statistics. The first-person accounts and stories contained in many of the videotapes provide students with a context for studying collective numbers. Although students should be careful about overgeneralizing from first-person accounts such as those from survivors, journalists, relief workers, bystanders, and liberators, personal accounts can supplement a study of genocide by moving it "from a welter of statistics, remote places and events, to one that is immersed in the 'personal' and 'particular.'"[1]

[1] Samuel Totten. "The Personal Face of Genocide: Words of Witnesses in the Classroom." Special issue of the *Social Science Record* ("Genocide: Issues, Aproaches, Resources") 24, 2 (1987): 63.

This videography includes recommendations for use at the middle school and high school levels. Many of the videos are appropriate for both levels, while others have been recommended for just high school students. Videos recommended for older students usually present concepts or topics that we consider to be too complex for younger students who often lack awareness of the relevant historical background needed to understand the information presented.

In choosing a videotape for use in the classroom, teachers should consider the length of the videotape and the density of the information presented. Some videotapes on this list require a considerable commitment of time; the longest is the ten-hour documentary *Shoah*. Other videos such as *Das Leben von Adolf Hitler (The Life of Adolf Hitler)* or *Auschwitz and the Allies* contain a great deal of historical information and should be viewed in segments.

Educators indicate that most students are engaged by the videotapes listed in this pamphlet and that they want to discuss what they have viewed. Most students demonstrate a high level of interest in studying the Holocaust precisely because the subject raises questions of fairness, justice, individual identity, peer pressure, conformity, indifference, and obedience—issues which adolescents tend to confront in their daily lives. Students are also struck by the magnitude of the Holocaust, and the fact that so many people allowed this genocide to occur by acting as collaborators or perpetrators or by failing to protest or resist as bystanders.

The videotapes on this list have been classified as documentaries, survivor testimonies, animation, docu-dramas, or dramas. In addition, three films not specifically about the Holocaust have been included: *The Wave; The Hangman;* and *Obedience: The Milgram Experiment*. Although some educators question the value of using these films within the context of a course on the Holocaust, many educators have found these films useful in providing students with a vocabulary for examining human behavior and in addressing social studies concepts such as obedience, victims, victimizers, bystanders, and peer pressure.

As a general rule, this videography does not recommend the use of "docu-dramas," which use dramatic license to recreate historical events. Nevertheless, two docu-dramas, *Korczak* and *The Wannsee Conference,* have been selected on their merits. Two other docu-dramas have been suggested because they relate to books which are frequently read by middle and high school students. Classes reading *The Diary of Anne Frank* may benefit from viewing the docu-drama *Dear Kitty* which shows Anne's attic hiding place and the Frank home and includes interviews with Anne's father and Miep Gies, a friend who helped hide the family. Another docu-drama, *Murderers Among Us: The Simon Wiesenthal Story,* can accompany the reading of the book *The Sunflower*. When showing such docu-dramas, educators should remind viewers that the films are fictional accounts of historic events.

While videos may capture and isolate an event or a memory for the historical record, viewers should be reminded that not even documentary footage is neutral. The subjective process of selection and editing is basic to filmmaking; the decision to record something can and does alter what we see or do not see. If students are aware of this bias of selection, it can help them to analyze events from various vantage points.

For example, a good deal of documentary footage was filmed by the Nazis, often for propaganda purposes. Students can gain more sophisticated insights into the history if they examine some of the motives behind recording and producing a particular film. They should be encouraged to ask why a particular scene was filmed, or how people in the film responded to having their pictures taken. Many people filmed by the Nazis were obviously under duress.

Documentary footage was also taken by camp liberators at the end of World War II. Many of these soldiers had endured the hardships of war and had seen evidence of Nazi atrocities throughout Europe. Thus, these filmmakers brought their own perspectives to their work.

Condensed accounts of the Holocaust which continually show people only as victims can in themselves be dehumanizing. Where time permits, showing a video that captures life before the Holocaust provides a useful balance. Students may better understand the dimensions of the tragedy when they see the richness and diversity of life in Europe before the Holocaust. By showing images of children and their families in the kinds of situations captured on home video today, such as vacations, holidays, weddings, and school graduations, these types of films help students identify and empathize with the victims.

Where a teacher has been unable to arrange for a survivor to meet with students in person, a viable alternative is the use of videos which feature survivor testimony. Hearing someone speak about his or her own experiences during the Holocaust helps to personalize an event beyond the often numbing statistics; it is another way to promote students' identification with and empathy for the victims.

The videography that follows lists videotapes by topics, beginning with videos that provide a general overview of the Holocaust. The topics are generally arranged in chronological order, beginning with videos on life before the Holocaust and continuing through ghettos and camps, to rescue, resistance, and liberation to post-Holocaust subjects, including the war crimes trials. The videography concludes with videos on special topics, including Anne Frank and Janusz Korczak, and with those on subjects related to but not directly addressing the Holocaust. An index to all annotated video titles may be found at the end of this pamphlet.

Key

D	Documentary	DR	Drama
ST	Survivor Testimony	*b/w*	Black and White
DD	Docu-Drama	c	Color
A	Animation		

Overviews of the Holocaust

Das Leben von Adolf Hitler (The Life of Adolph Hitler) D b/w 1:51:00

Source: Video Yesteryear, Box C, Sandy Hook CT 06482; 800-243-0987. #852.
Credits: Directed by Paul Rotha. 1961.
Recommended for Middle School and High School.

Using archival footage, this film moves chronologically through the major events from the rise of the Nazis to their defeat by the Allies. It could be segmented for classroom use into three periods: 1933–1936, 1936–1939, and 1939–1945.

Genocide, 1941–1945 (World At War Series) D c b/w 0:50:00

Source: Arts and Entertainment, 800-423-1212, or write A&E Home Video, P.O. Box 2284, South Burlington, VT 05407.
Credits: Produced and directed by Michael Darlow. 1982.
Recommended for Middle School and High School.

The story of the destruction of European Jewry is told using archival footage and testimonies of victims, perpetrators, and bystanders. This is an excellent overview for the classroom.

Witness to the Holocaust D b/w 2:10:00 (Two video set)

Source: ADL, 823 United Nations Plaza, New York, NY 10017.
Credits: Produced by the Holocaust Education Project for Zachor: National Jewish Resource Center. Produced and directed by C.J. Pressma. 1984.
Recommended for Middle School and High School.

This video presents a series of seven documentaries which can easily be segmented for specific topical use in the classroom. Each segment is approximately 20 minutes in length. Survivor narration is combined with photos and historic film footage. The topics include: Rise of the Nazis, Ghetto Life, Deportations, Resistance, The Final Solution, Liberation, Reflections.

Life Before the Holocaust

Image Before My Eyes D c b/w 1:30:00

Source: Simon Wiesenthal Center, 9760 West Pico Blvd., Yeshiva University of Los Angeles, Los Angeles, CA 90035; 310-553-9036.
Credits: YIVO Institute for Jewish Research. Produced by Josh Waletzky, Susan Lazarus. 1980.
Recommended for Middle School and High School.

Using photographs, drawings, home movies, music, and interviews with survivors, this documentary recreates Jewish life in Poland from the late nineteenth century up to the time of its destruction during the Holocaust. The diversity of the culture is examined as well as its achievements.

The Last Chapter D b/w 1:25:00

Source: J.C. Entertainment, 450 7th Ave., Suite 2702, New York, NY 10123; 212-967-3904.
Credits: Produced and directed by Benjamin and Lawrence Rothman.
Recommended for Middle School and High School.

This video traces the history of the earliest Jewish communities in Poland through their destruction during World War II. It also examines the pogroms in the post-war period which occurred as survivors tried to return to Poland and rebuild their lives.

Man Alive: Journey to Prague: A Remembrance [ST] [c] 0:28:00

Source: Films Incorporated, 5547 N. Ravenswood, Chicago, IL 60640-1199; 312-878-2600, ext. 43.
Credits: Produced and directed by David Cherniak. 1987.
Recommended for Middle School and High School.

This video provides a moving narrative of a survivor who returns to Prague and recounts his life growing up in the Jewish community. The video is interspersed with the exhibition "Precious Legacy" which shows the beautiful and sacred articles confiscated from Czechoslovakian Jewish communities by the Nazis.

More Than Broken Glass: Memories of Kristallnacht [D] [ST] [c] [b/w] 0:57:00

Source: Ergo Media Inc., P.O. Box 2037, Teaneck, NJ 07666. 800-695-3746. #616.
Credits: Written, produced, and directed by Chris Pelzer, 1988.
Recommended for High School.

Using archival footage, photographs, and interviews with survivors, Jewish life in Germany prior to and during the Holocaust is described. This is excellent for examining the persecution of German Jews.

Propaganda

Triumph of the Will [D] [b/w] 1:10:00

Source: Zenger Video, 10200 Jefferson Blvd., Room 902, P.O.Box 802, Culver City, CA 90232-0802; 800-421-4246. #SV678V.
Credits: Leni Riefenstahl for the Third Reich. 1934.
Recommended for Middle School and High School.

This is the famous propaganda film made for the Nazis by Leni Riefenstahl which documents the Nazi Party rally held in 1934 in Nuremberg, Germany. This is an effective tool for learning about Hitler's image of himself, his manipulation of the crowds, and his use of film as a propaganda tool.

World War II: The Propaganda Battle (A Walk Through the 20th Century) [D] [c] 0:58:00

Source: PBS Videos, 1320 Braddock Place, Alexandria, VA 22314; 800-344-3337.
Credits: CEL Production Co. 1984.
Recommended for Middle School and High School.

Bill Moyers examines how propaganda and mass media were used during World War II to manipulate public opinion. This video could be used with *Triumph of the Will* as well as any of the Frank Capra *Why We Fight* series.

Racism, Antisemitism

Of Pure Blood [D] [b/w] [c] 1:40:00

Source: MPI Home Video, 15825 Robroy Dr., Oak Forest, IL 60452; 800-323-0442.
Credits: Produced by Maryse Addison and Peter Bate. A film by Clarissa Henry and Marc Hillel. 1972.
Recommended for High School.

Using historical film footage and interviews with some of Hitler's victims, this film chronicles the Nazis attempts to create a Master Race. This is an excellent film for examining the whole issue of eugenics and racism. It also helps answer the question, "How was Hitler representative of the Master Race when he failed to match the ideal of the tall, blond-haired, blue-eyed German?" One segment of this film portrays nudity.

Shadow on the Cross [D] [c] 0:52:00

Source: Landmark Films Inc., 3450 Slade Run Drive, Falls Church, VA 22042; 800-342-4336.
Credits: CTVC Production for Channel 4, England. Produced by Ray Bruce. 1990.
Recommended for High School.

This documentary film looks at the tragic story of Jewish-Christian relations over the past 2000 years and explores the influences of historic Christian antisemitism on the Third Reich. The film is divided into two parts. Part 1 summarizes the history of religious antisemitism over the two thousand years Jews lived in Europe as a religious minority. In Part 2 theologians discuss the implications of the Holocaust for Jewish-Christian relations today. This is useful for college or high school history, political science, religion, or philosophy classes.

"Enemies of the State"

Persecuted and Forgotten [D] [ST] [c] 0:54:00

Source: EBS Productions, 330 Ritch Street, San Francisco, CA 94107; 415-495-2327.
Recommended for High School.

This video follows a group of German Gypsies as they return to Auschwitz after World War II. In personal accounts, Gypsies recall the "Gypsy Police", the Institute for Racial Hygiene, and the genealogical research that led to the imprisonment [illegible] murder of Gypsies during the Holocaust. The Gypsies who are interviewed [illegible] the discrimination they continue to suffer.

Purple Triangles [D] [ST] [c] 0:25:00

Source: Watchtower Bible and Tract Society of New York, Inc., 25 Columbia Heights, Brooklyn, NY 11201.
Credits: Produced and directed by Martin Smith. 1991.
Recommended for Middle School and High School.

During the Holocaust, Jehovah's Witnesses were persecuted as a religious group. Their story is told by surviving members of the Kusserow family who describe their arrest and incarceration in concentration camps where they were identified by their purple triangle.

Susan [ST] [c] 0:58:00

Source: KSU Teleproductions, Kent State University, C-105, Music and Speech Bldg., Kent, OH 44242; 216-672-2810.
Credits: Produced by Dr. Herbert Hochhauser and Dr. Saul Friedman. 1987.
Recommended for Middle School and High School.

This video presents a deeply moving personal story of the experiences of the youngest survivor of the medical experiments done by Dr. Mengele at Auschwitz.

Ghettos

Lodz Ghetto [D] [b/w] [c] 1:43:00

Source: Alan Adelson, Exec. Dir., Jewish Heritage Project, Inc., 150 Franklin St., #1W, New York, NY 10003; 212-925-9067.
Credits: Produced by Alan Adelson. Directed by Alan Adelson and Kathryn Taverna. 1989.
Recommended for Middle School and High School.

This documentary recounts the history of one of the last ghettos to be liquidated. The film draws on written accounts by Jews in the Lodz Ghetto, and on photographs, slides, and rare film footage. A teacher's guide is available through the ADL, 823 UN Plaza, New York, NY 10017. The book *Lodz Ghetto: Inside a Community Under Seige* may be effectively paired with the video.

Riga: A Tale of Two Ghettos D b/w c 0:21:00

Source: No distributor currently available.
Credits: Produced for the U.S. Holocaust Memorial Council. 1986.
Recommended for Middle School and High School.

This excellent film uses historic photos, drawings, and survivor testimony to tell the story of the Riga Ghetto. Only 300 of the 34,000 original inhabitants of Riga plus 800 of the 20,000 Jews of Western Europe who were deported to Riga survived.

Camps

Triumph of Memory D SI c 0:30:00

Source: PBS Video, 1320 Braddock Place, Alexandria, VA 22314-1698; 800-344-3337.
Credits: Produced and directed by Robert Gardner. Producers, Sister Carol Rittner, R.S.M.; Sondra Myers. 1972.
Recommended for Middle School and High School.

Non-Jewish resistance fighters sent to Nazi concentration camps bear witness to the atrocities which took place in Mauthausen, Buchenwald, and Auschwitz-Birkenau. This film is divided into three parts which can be segmented for classroom use: initiation to the camps, daily life in the camps, and genocide. This is an excellent film for increased understanding of the Holocaust and life in the camps. It also includes a discussion of the victimization of Gypsies in the camp.

Genocide

The Forgotten Genocide D SI c b/w 0:28:00

Source: Atlantis Productions, 1252 La Granada Dr., Thousand Oaks, CA 91362; 805-495-2790.
Credits: Written, produced, and directed by J. Michael Hagopian, Ph.D. 1975.
Recommended for Middle School and High School.

Nominated for an Emmy, this is a shortened version of *The Armenian Case* which documents the Armenian genocide that took place during and after World War I. Personal narrative is included with historic photos and film footage.

Night and Fog D b/w 0:32:00

Source: Video Yesteryear, Box C-137, Sandy Hook, CT 06482; 800-243-0987.
Credits: Directed by Alain Resnais. 1955.
Recommended for High School.

This award-winning documentary uses historic footage shot inside Nazi concentration camps and contrasts them with contemporary color scenes. The film includes graphic footage. In French with English subtitles.

The Wannsee Conference DD c 1:26:49

Source: Zenger Video, 10200 Jefferson Blvd., Room 902, P.O.Box 802, Culver City, CA 90232-0802; 800-421-4246. #SV443V.
Credits: Directed by Heinz Schirk. Co-production of Infafilm Gmbh Munich, Manfred Korytowski, Austrian Television O.R.F., and Bavarian Broadcasting Corporation. 1984.
Recommended for High School.

The video dramatizes the famous conference where the leading Nazis discussed the implementation of the "Final Solution" by the German bureaucracy. An excellent film, it is in German with English subtitles.

Rescue

The Courage to Care D c b/w 0:28:00

Source: Zenger Video, 10200 Jefferson Blvd., Room 902, P.O.Box 802, Culver City, CA 90232-0802; 800-421-4246. #ADL150V.

Credits: Produced and directed by Robert Gardner; Executive Producers, Sister Carol Rittner, R.S.M.; Sondra Meyers. 1986.

Recommended for Middle School and High School.

Nominated in 1986 for an Academy Award for best short documentary film, the film encounters ordinary people who refused to succumb to Nazi tyranny and reached out to help victims of the Holocaust.

The Other Side of Faith D ST c 0:27:00

Source: Film and Video Foundation, 1800 K St., N.W., Suite 1120, Washington, DC 20006; 202-429-9320.

Credits: Produced by Sy Rotter. 1990.

Recommended for Middle School and High School.

Filmed on location in Przemsyl, Poland, this first-person narrative tells of a courageous sixteen-year old Catholic girl who, for two and a half years, hid thirteen Jewish men, women, and children in the attic of her home.

Raoul Wallenberg: Between the Lines D ST c b/w 01:25:00

Source: Social Studies School Services, 10200 Jefferson Blvd., Room J, P.O. Box 802, Culver City, CA 90232-0802; 800-421-4246.

Credits: Written and directed by Karin Altmann. 1985.

Recommended for High School.

Raoul Wallenberg, a Swedish diplomat, was responsible for saving thousands of lives. Friends, family, and former members of his staff describe Wallenberg's efforts to confront the Nazi destruction of Hungarian Jewry. The video also examines the controversy surrounding his arrest and imprisonment in 1945 by the Soviets. Historic film footage is used.

Safe Haven D ST c 0:57:40

Source: No distributor currently available.

Credits: WXXI T.V., Rochester, NY. Produced and directed by Paul Lewis. 1987.

Recommended for Middle School and High School.

Safe Haven tells the story of America's only refugee camp for victims of Nazi terror. Nearly 1,000 refugees were brought to Oswego, N.Y. and incarcerated in a camp known as Fort Ontario for eighteen months.

Weapons of the Spirit D c 0:38:00

Source: Zenger Video, 10200 Jefferson Blvd., Room 902, P.O.Box 802, Culver City, CA 90232-0802. #ADL156V.

Credits: Written, produced and directed by Pierre Sauvage. 1988.

Recommended for Middle School and High School.

This is the story of Le Chambon-sur-Lignon, a small Protestant village in south-central France, and how its predominantly Protestant citizens responded to the Nazi threat against the Jews. Residents of the area hid and cared for 5000 Jews, many of them children.

Resistance

Flames in the Ashes D SI b/w 1:30:00

Source: Ergo Media, Inc., P.O.Box 2037, Teaneck, NJ 07666; 800-695-3746.
Credits: A Ghetto Fighters' House Release. Produced by Monia Avrahami. 1986.
Recommended for High School.

Historic, seldom seen footage tells the story of the variety of ways that Jews resisted the Nazis. Both murderers and resistance fighters tell the story. In Hebrew, Yiddish, French, Italian, and Polish with English subtitles.

The Warsaw Ghetto D b/w 0:51:00

Source: Zenger Video, 10200 Jefferson Blvd., Room 902, P.O.Box 802, Culver, City, CA 90232-0802; 800-421-4246. #BV103V.
Credits: B.B.C. Production. 1969.
Recommended for Middle School and High School.

Narrated by a ghetto survivor, this documentary uses historic film footage made by the Nazis and shows the creation of the ghetto, early Nazi propaganda, scenes from everyday life, and the final weeks of resistance before the ghetto was liquidated.

Responses

Auschwitz and the Allies D SI c b/w 1:53:00

Source: No distributor currently available.
Credits: B.B.C. Production. Martin Gilbert, Consultant. 1980. Recommended for High School. Could be segmented for use in Middle School.

This film examines the responses of Allied governments as well as those of the International Red Cross, the Jewish community and the victims. There are also many interviews with historic figures. This excellent film can be segmented for classroom use.

Shoah SI c

(Day 1) 02:00:00; (Day 2) 02:00:00; (Day 3) 01:50:00; (Day 4) 02:00:00; (Day 5) 01:56:00

Source: Available in most video stores and many libraries. Also may be purchased from the Simon Wiesenthal Center, 9760 West Pico Blvd., Yeshiva University of Los Angeles, Los Angeles, CA 90035; 310-553-9036.
Credits: Directed by Claude Lanzmann. 1985.
Recommended for Middle School and High School.

This powerful film includes interviews with victims, perpetrators, and bystanders, and takes us to the locations of the Holocaust in camps, towns, and railways. The video may be segmented for classroom use.

Perpetrators

Hitler: The Whole Story D b/w 0:50:00 / 2:30:00

Source: NDR International. Hitler Offer: call 800-423-8800, or write Hitler Offer, P.O. Box 68618, Indianapolis, IN 46268.
Credits: Produced by Weiner Rieb and directed by Joachim C. Fest and Christian Herrendoerfer.
Recommended for Middle School and High School.

Based on Joachim C. Fest's book *Hitler,* the film combines rare footage, photographs, and interviews. This film can be segmented into three parts for classroom use: Germany's quest for land, the "New Man" and Germania—a vision of the future, and deportations and mass killings.

The Democrat and the Dictator [D] [c] [b/w] 0:55:00

Source: PBS Videos, 1320 Braddock Pl., Alexandria, VA 22314; 800-344-3337.
Credits: Produced by Betsy McCarthy. 1984.
Recommended for High School.

This film is a part of *A Second Look with Bill Moyers* and compares the personal history and style of the two major political leaders of the twentieth century, Adolf Hitler and Franklin Delano Roosevelt.

Liberation

Holocaust: Liberation of Auschwitz [D] [c] [b/w] 0:18:00

Source: Zenger Videos, 10200 Jefferson Blvd., Rm. 902, P.O. Box 802, Culver City, CA 90232-0802; 800-421-4246. #EBE 296 V.
Recommended for High School.

The liberation of Auschwitz is filmed by Soviets, who linger on the faces of the inmates. Commentary describes the selection process, medical experiments, and daily life at Auschwitz. Soviet cameraman, Alexander Vorontsov, shares his impressions of the liberation. Highly graphic footage is included.

Opening the Gates of Hell [D] [c] [b/w] 0:45:00

Source: Ergo Media Inc., P.O.Box 2037, Teaneck, NJ 07666; 800-695-3746.
Credits: Production of the Holocaust Memorial Foundation of Illinois and Loyola University of Chicago. Directed by Timothy Roberts. 1992.
Recommended for High School.

American liberators of the Nazi Concentration Camps share their memories of what they saw. Interviews are effectively combined with historic photos and footage showing the camps that were liberated by Americans: Buchenwald, Nordhausen, Dachau, Landsberg, and Mauthausen. The video includes graphic footage.

Post-Holocaust

The Last Sea [D] [b/w] 1:30:00

Source: Ergo Media Inc., P.O. Box 2037, Teaneck, NJ 07666; 800-695-3746.
Credits: A Ghetto Fighters' House Release. Film by Haim Gouri, Jacquot Ehrlich, and David Bergman. 1987.
Recommended for High School.

The dramatic story of the post-war Jewish exodus from Europe to Israel is told using historic film footage. Finding themselves without family or homes to return to, many chose to make the hazardous journey by truck, by train, on foot, and finally, on overcrowded boats.

Murderers Among Us: The Simon Wiesenthal Story [DR] [c] 2:57:55

Source: Zenger Video, 10200 Jefferson Blvd., Room 902, P.O. Box 802, Culver City, CA 90232-0802; 800-421-4246. #WV117V.
Credits: HBO Pictures, Robert Cooper Production; produced by John Kemeny and Robert Cooper.
Recommended for High School.

This is the true story of a survivor of the Holocaust who in the years after liberation committed himself to the task of hunting Nazis and bringing them to justice. This video can be effectively paired with the book *The Sunflower*. It is also useful for examining the response to the Holocaust in the postwar period.

The Nazi Connection D c b/w 0:57:00

Source: Public Media; 800-343-4312.
Credits: Produced by Tom Bower and B.B.C. for Frontline. 1986.
Recommended for Middle School and High School.

This film focuses on the U.S. government's illegal activities in bringing Nazi scientists to the United States in the post-war period for the purpose of developing the space program. Interviews are conducted with U.S. officials as well as the German scientists who were part of Project Paperclip.

Nazi War Crime Trials D b/w 1:07:00

Source: Video Images, Box C, Sandy Hook, CT 06482; 800-243-0987.
Recommended for Middle School and High School.

This vintage film made in 1945 uses newsreels and documentary footage to show the fate of Goering, Hess, Schacht, Streicher, Keitel, and other Nazis who were brought to trial after the war.

Daniel's Story DD b/w 12:00:00

Source: United States Holocaust Memorial Museum, 100 Raoul Wallenberg Place, SW, Washington, DC 20024-2150; 202-488-0400.
Credits: Produced by WMC International. Directed by Gail J. Sutton.
Recommended for Elementary School and Middle School.

This videotape documents the events of the Holocaust from the perspective of a Jewish child growing up in Nazi Germany. Daniel and his family represent a composite of the experiences of German Jewish families, and the story is told with authentic archival photographs and film footage. Since the videotape has been designed for children ages 8-13, it describes the plight of a family victimized by the Nazis without using images of graphic horror. An accompanying *Resource Packet* is available.

Anne Frank

Dear Kitty D c b/w 0:25:00

Source: Anne Frank Center, 106 East 19th Street., New York, NY 10003; 212-529-9532.
Credits: Produced by Wouter van der Sluis.
Recommended for Middle School and High School.

The life of Anne Frank is told with quotations from her diary, photos from the family album, and historic film footage. Historical background is given on the Holocaust, antisemitism, racism, and fascism. This can be used as an introduction to the Holocaust when used with readings from *The Diary of Anne Frank*.

Janusz Korczak

Korczak DD b/w 2:00:00

Source: New York Films Video, 16 W. 61st St., New York, NY 10023; 212-247-6110.
Attn.: John Montague. Rental—16 and 35mm.
Credits: Directed by Andrzej Wajda.
Recommended for Middle School and High School.

Nominated for Best Foreign Film, this movie is based on the true story of a doctor who cared for 200 orphans in the Warsaw Ghetto. Korczak refused offers of rescue for himself and insisted on remaining with the children as they were deported and then gassed.

Related Films

The Hangman [A] [c] 0:12:00

Source: CRM, 2215 Faraday, Suite F, Carlsbad, CA 92008; 800-421-0833.
Recommended for Middle School and High School.

Animation is used to illustrate the poem by Maurice Ogden about a town in which the people are hanged one by one by a mysterious hangman while the town stands by rationalizing each victimization. This is especially useful in introducing the subject of individual responsibility and the role of the bystander in the Holocaust.

Obedience [D] [b/w] 0:45:00

Source: Penn State Audio-Visuals Service; 800-826-0132. Rent or purchase.
Credits: Produced by Stanley Milgram.
Recommended for Middle School and High School.

This documentary shows the experiment conducted at Yale University testing the willingness of people to follow orders which required inflicting pain on another. This is a good film to use to provoke discussions on morality and responsibility, and can be used effectively with films on the Nuremberg Trials or the trial of Adolf Eichman where the standard defense was that the criminals had only been following orders.

The Wave [DR] [c] 0:46:00

Source: Films Incorporated, 55476 N. Ravenswood Ave., Chicago, IL 60640; 312-878-2600, ext. 43.
Recommended for Middle School and High School.

This film recreates a classroom experiment done by a high school teacher who set up strict rules and behavior codes in an effort to show how peer pressure, conformity, and loyalty could work in a classroom the same way they had in Nazi Germany. This is an excellent film to use in conjunction with lessons on the rise of Nazism.

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